

Частина I

ОСВІТОЛОГІЯ – НАУКОВИЙ НАПРЯМ ІНТЕГРОВАНОГО ПІЗНАННЯ НЕПЕРЕРВНОЇ ОСВІТИ

УДК 371.2 (09)

Viktor Ogneviuk, Svitlana Sysoieva

SCIENTIFIC DIRECTION OF INTEGRATED RESEARCH OF EDUCATION – OSVITOLOGIYA

The essence of the new scientific approach to the study of the integrated sphere of education – osvitologiya is disclosed in the article; the changes of the meaning of the notion “education” are analyzed; the objective factors of the interconnections and interdependences strengthening of the modern society and education development; the main points of the osvitologiya’s conception are formulated; the philosophical and pedagogical sources of its forming; the object and the subject of the osvitologiya, the tasks, that face with the osvitologiya as the independent science; it is defined the main stages of the osvitologiya development, the areas of the osvitological training and osvitological researches, that are directed to the overcoming of the society’s demands incompatibilities to the sphere of education with real condition of its development.

Key words: the sphere of education; osvitologiya; osvitological training; osvitological researches.

Introduction. Features of the present stage of human civilization (globalization and integration processes, information society and all its institutions) change the status of education for the state and each person. They form new requirements for the educational sector and the educational level of human impact on nature and patterns of education, deepening the difference between the concepts of “pedagogics” and “education”. The term “education” is defined as in different contexts: education – value (public, social, personal) system of various universities and educational institutions, special process, split-level result, social and cultural phenomenon, a social institution that affects the state of mind of society. “Education is the most common educational concept, which means both a social phenomenon and teaching process. On the one hand, the concept of education enters an object of pedagogy into the overall social context, and on the other hand – gives an opportunity of its interpretation in concrete terms. But many scientists insisted and insist on the use a word “upbringing” rather than “education” to refer to the object of pedagogy” (Honcharenko, 2008). Developing pedagogy takes place within its “eternal” subject – upbringing of a person. Pedagogy remains the core to education, as in any forms (value, process, result, system of institutions, means for shaping the minds of society etc.) education requires any tools in achieving the educational goals that pedagogy gives it (achievements of didactics, the theory and practice of education, etc.).

The studies of modern education have another character. The contribution of the education system to the economy of any country today can be more significant

in comparison with industries. Proved that, in fact the sum of three years of the economic impact of education on the economy is much higher than this indicator all the oil and gas industry and hi-tech business (Ogneviuk, 2011).

“Intellectualization” of economy, increases the education of society, determining the impact of education on the whole social organism brings education high on the social development. The studies of education increase the number of touch and interaction with other sciences, such as philosophy, sociology, cultural studies, economics, policy, management theory, law, etc. (educational policy, economics of education, sociology of education, education management, education law).

Education interactions with the environment are the factor of internal self-organization, promote the self-organization its subsystems and a condition for the evolution of the education system. More and more scientists stress the need of seeking interdisciplinary approaches to the study of such a complex phenomenon as public education. In particular, this is indicated in the writings of the following researchers as: L.W. Harding, E.Steiner, J.E. Christensen, A.M. Novikov, B.S. Hershunsksy, A.I. Subetto, V.G. Kremen, V.I. Luhoviy, V.O. Ogneviuk, A.V. Furman, S.O. Sysoieva and others.

The aim of the paper is to present the concept of an integrated scientific field of education study – osvitologiya (in English – “edukology”).

Edukology – “education study” – osvitologiya. The integrated character of modern education, the complexity of it as a social phenomenon,

predetermination of the educational sector, not only by external factors but also their own self-movement, aimed at ensuring compliance with the requirements of a particular historical period, require more qualitative research approach to the problems of system operation and development of the education sector.

Now many sciences are engaged in the study of various aspects of education (sociology, economics, political science, psychology, mathematics, computer science, etc.). It's urgent to develop a new scientific direction in the education study. The formation of the new science is always a response to certain social inquiry, no matter how much it's understood (Strel'nik, 2010). The President of NAPS of Ukraine V.G. Kremen said: "Education in general is the field of comprehensive studies, interdisciplinary approach and system analysis because it is a "system" subject to ..." (Kremen, 2007).

Based on this idea, we believe that integrated scientific field of education studies should be formed as one that reveals the direction of the evolution of the Institute of Education in the direction of entry into the important features of civilization development mechanism responsible for the accelerated formation of human qualities, social intelligence and the quality of the educational systems. Therefore it's important for the development of society the understanding of new signs and meanings of modern education in terms of civilizational change of our historical era, understanding trends in its development, internal conflicts and mechanisms of progress. Thus, modernity brings problems whose solution requires the development of system of scientific approaches in the field of humanities.

The scientific term "edukology" (in Russian – "obrazovanyevedeniye") is used to outline a comprehensive science education. The term "edukology" was first used by the head of the NGO "Association of Researchers of edukology" in the Public Ohio State University L.W. Harding in 1951. Finally, in scientific usage, the term "edukology" was introduced by E.Steiner in 1964 in the "Logic of learning and edukatology". Later the term "edukatology" was transformed by E.Steiner into "edukology". It should be noted that the scientists who first began to use the term "edukology" thorough analysis of the contents of this notion. Specifically E.Steiner, wrote that the object edukology is "all about education". This researcher considered "edukology" as "intermediate solution" between pedagogy – the science of training and education of youth, the object of study which was considered sufficiently narrow and "ethology" – the science of human activity in the world, the formation of the human character, the object of study which was considered too wide (Steiner, 1981).

Modern scientists considere edukology as a new system of integral theory of education research with the trends of its development, internal contradictions,

the mechanisms of progress, management particularly at the state level. Many researchers consider edukology as a synthetic science that integrates information from various study areas of education, such as: philosophy and history of education, anthropology, education, psychology of education, sociology of education, economics of education, education management, cultural studies, etc. (Luhoviy, 1994). However, the object and subject of edukology are not always understood in the context of a systematic view of the the education sector, and it is reviewed from specific areas of functioning of the educational sector (economic, legal, etc.); the implementation of the general objectives of education (forming an educated person); the need to identify fundamental knowledge, different areas of the educational sector, the definition of invariant features, creating a system of education for the information of the society; various educational systems and so on.

It should be emphasized that the scientific status and social prestige of a science depends largely on the level of theory worked out in it as the highest, the most developed scientific knowledge that enables a holistic view of regularities and essential relationships of a certain field of reality – the object theory (Honcharenko, 2006). Building a scientific theory of every science provides a clear definition of the methodological attributes, including its own object and subject of study. Assuming that edukology integrates (synthesized) the amount of similar sciences to education, in our opinion, the definition of scientific apparatus without borrowing from other sciences is unrealistic, and therefore raises the question of independence edukology as a science.

In Ukraine, the idea of a scientific direction, based on the integration of a number of sciences involved with education, appeared in 1995 and was called "osvitologiya" (Ogneviuk, 1995: 10). The term "osvitologiya" in the Ukrainian-scientific space was offered by V.I. Luhoviy (Luhoviy, 1994: 18). Combining the two concepts of "education" and "logos" for delineating the name of a new scientific knowledge reflects the integrity of the scientific study as phenomenon of modern education, Russian idealist philosophers (V.F.Ern, P.A.Florenskyy) used the term "logos" in the sense of "holistic" and "organic" knowledge, which is characterized by the balance of mind and heart, analysis and intuition. According to Ukrainian psychologist A. Furman, this term successfully develops the best national and cultural traditions of Ukrainian ... enriches its speech etiquette ... (Furman, 2006). By A. Furman, osvitologiya as a social and human science, is supposed to solve the contradiction between the formal and informal education. Researches on osvitologiya conducted in its scientific school, aimed at developing a theory of educational activities vitacultural methodology, innovative organic technology of module and developing training and massive socio-psychological experiment (Furman, 2006).

Objectively, the need for new scientific knowledge of directly integrated education – osvitologiya – caused by the logic of modern society and education, strengthening their interconnections and interdependence, such as (Ogneviuk, 2009):

- the increasing role of education in the development of modern civilization and its influence on the formation of personal rights, micro and macro processes of development and the need to explore all potential opportunities for education;

- globalization, which leads to the formation of a unified educational space and the development of education universals;

- the necessity to develop an actual educational policies, principles and strategic directions of its development;

- transition to public education, not only secondary, but also higher, which exacerbates the problem of training of intellectual elite of society and distinguishes osvitolohiyi role in the field of social sciences;

- intellectualization of the economy and all spheres of public life, the transformation of education in human capital and its transformation into an engine of social development;

- the necessity of understanding the scientific heritage of philosophers, educators, psychologists, politicians and public figures on education as a distinct sphere of human activity and social institution that distinguishes science education as a separate branch of knowledge;

- delimitation and delineation of field research between philosophy of education, pedagogy and other sciences, as well as the need to integrate their efforts within a holistic study of complex phenomena – modern education.

Conceptual position of osvitologiya. Here we formulate the basic posions on which our concept of osvitologiya is built as a scientific research of directly integrated education.

In educational practice various educational paradigms are being actively implemented. However, none of them by itself can not provide a complex solution to the problems that are now facing education. As a result of dynamic, ambiguity of modern social development the integrated nature of education can not be displayed by any paradigm aimed at implementing its own dominant paradigm (Sviridov, 2006).

We believe that as a scientific phenomenon osvitologiya best reflects all the knowledge related to education and the concept of “osvitologiya” as scientific eliminate confusion between proper education and knowledge of education no matter by which sciences it has been received.

Osvitologiya emerged at the intersection of philosophy of education and pedagogy, through the release of scientific knowledge about the field of education outside of the object and the subject. There is nothing surprising in the fact that the new humanities – osvi-

tologiya – without substituting the philosophy of education, still retains the involvement of philosophical ideas. Philosophy deals with boundary, eternal problems. Any science, while it is immersed in the concrete solving partial tasks are also building a relatively complete picture of the world, and therefore can not be based on philosophy. Considering the place and role of philosophy of education in structure research of the phenomenon of education we should pay attention to the fact that ongoing research in the field of philosophy of education, presented the idea of education to the level of universal phenomenon, but the philosophy, because of its mission, does not examine the specific problems of other branches of knowledge, if, of course, they do not reveal general trends (Ogneviuk, 1995). We are focusing on the phenomenon of education, the idea of education and ideas in education, goals and outcomes of education the philosophy as science theoretical and methodological orientation, provides comprehension of the most essential issues and relationships education, and thus creates a basis for the formation osvitologiya. On this scientific highway the philosophy doesn't only maintain but also enhances its influence on the knowledge of education, as soon as it is able to understand its integrity.

On the other hand osvitologiya arose on pedagogy and its teaching concepts and teaching methodology as well as its formation and development of tightly linked with the researches conducted and are held within pedagogy. Pedagogy as a social science focuses on theory and patterns of training, education and socialization, and thus not able to cover all the areas of education, its holistic phenomenon and patterns of development. Germinating on philosophy of education and pedagogy, based on the domain of psychology, sociology, cultural studies, and other related to the field of education sciences, osvitologiya aimed at creating an integrated knowledge of education and ensuring its dynamic development according to social innovation. Unlike pedagogy that examines education as a process, philosophy of education that explores education as an idea, osvitologiya is formed as a science that studies education as a sphere with a complex segmental structure of systems capable of self-organization (Ogneviuk, 2011).

Education as a sphere of human activity and as a social institution is a complex social organism that functions according to the laws of nature and society. Such complexity and social nature of the education system can be attributed to the complex social systems. It is the systemic nature of education makes its relationship with other social subsystems – political, economic, cultural, etc. and allows the study of education refer to their qualitative and quantitative structural and dynamic characteristics.

The sphere of education is a complex system, which is characterized by a large number of interacting subsystems, is open, it has the features of open systems (Sysoieva, 2011): it exchanges with the environment

stuff (resources), energy (finance) and information (knowledge). Field of education as a complex system is nonlinear (ie there are inverse relationships between variables in time and space quantities that describe the state of the system), unbalanced (in which a certain dynamic processes happen). Openness of education is related with the openness of our society, the necessity of a dialogue with other educational systems, addressing the problems of multicultural and intercultural cooperation in society, globalization and integration, creating space for their own educational movement of each individual. A look at education as an open complex system reflects the essential features of modern education – an objective transformation into a separate independent branch of the industry. Education, as an open, non-linear, complex and unbalanced, should be referred to the synergetic systems operating in accordance with the principle of positive feedback and are able to change their own structure in order to adapt to changes in external conditions of existence (Sysoieva, 2008). In education new structures with degree of self-organization can appear under certain conditions.

The openness of education systems as a starting principle provides a qualitatively new approaches to understanding the development of education, the essence of which is not only the beginning of the educational system as a whole in its static state, but a man with his originality as a permanent source of spontaneity, of disorder (chaos) and while development (Sysoieva, 2008). A look at the current field of education as a synergistic system changes our perception of the randomness and the need for education systems, the irreversibility of the educational process, allows to understand differently the nature and essence of entropy processes in educational systems. Thus, fluctuations in social development and in social intelligence (innovation, invention) that affect the education system and educators often perceived as “chaos”, according to the synergy should be understood as a special kind of regular irregularity, not as the destruction of the education system, since the and self-organizing open systems are carried out through chaos and imbalance. An example is the invention of modern information and communication technology, which has become the mega fluctuation of social intelligence, which hasn't only changed the contours of the future, but also has become a bifurcation point for the whole of human civilization, civilization has caused all these processes, which we now speak, turned the education sector in a synergistic system (Sysoieva, 2008).

“Information Revolution” radically transforms the topology of the educational environment, its distribution in the metropolis and periphery, is the beginning of a new civilization, a new information system of life with new meaning, purpose and values. Informatization of education has formed a dominant system of education, which can be considered a derivative and whose purpose is to “stretching” of social intelligence to borders mega fluctuations to achieve it

(social intelligence) equilibrium shape. The system of derived dominants of modern education includes: the globalization of education, convergence of education, continuity of education, access to education, open education, fundamentalization of education, capitalization of education (knowledge and skills are its human capital and personal property); innovative education.

Osvitologiya is very open system, which includes a requirement and resource dependency introduced into it from the outside scientific community. Thus, a significant difference of osvitologiya of humanities, including pedagogy, is that osvitologiya is a kind of educational synergy for research education.

Considering the current education sector as a complex interaction of subsystems capable of self-organization, self-development and self-synergistic approach allows us to consider modern education and as a means to integrate different ways of man's knowledge of the world increases the creative potential of human beings for free and meaningful action, perception and open holistic understanding of the world. Therefore osvitologiya is always interdisciplinary (multidisciplinary, transdisciplinary) nature and scientific research instrument shown researcher depending on the purpose of the study. Although it is believed that osvitologiya “as synthetic scientific discipline that must integrate at least eight areas of embodied scientific knowledge – philosophy, sociology, cultural studies, anthropology, psychology, pedagogy, physiology, methodology” (Testov, 2008). We believe that not osvitologiya integrates and synthesizes no other sciences, it is “cooperating” with them in the study of various aspects of education, is an independent research areas, which because of its synergistic nature is realized at the level of interdisciplinary research.

Recent developments in research in the humanitarian sector – are difficult and complex, as they reflect the objective reality – a complex, dynamic and uncertain. And so today, in the humanities there is a shift from clearly defined concepts to less precise (“fuzzy”). In terms of modern postclassical methodology the necessity of such fuzzy concepts lies not so much in the lack of insight of the human mind, but in the complexity of the world, it no hard limits on the total body turnover, “fluidity” of things. Such vague concept is effective in the study of complex dynamic systems (Subetto, 2003), in particular osvitolohichnyh.

The leading position of conceptual research in osvitologiya is the understanding of education as an integral dynamic formation, the structure of which includes inextricably linked elements (segments), the aggregate of which on the one hand holds the dynamic integrity of education, on the other hand, it provides the ability to develop and self-organization, interactions with other systems of the body and the social impact on their development. That integrity is one of the leading categories of osvitologiya which gives the opportunity to explore the educational process on the basis of quality (A.I. Subetto), and organize

major categories of osvitologiya based on a holistic approach that allows holistically to regard the problem of creating a scientific theory of osvitologiya and directions for its implementation in practice. So osvitologiya is the scientific direction within which the education sector as a whole phenomenon is studied, and interdisciplinary coordination and integration of the research contributes to the development of education in the aggregate of all the factors that have an impact on it and despised its impact on society.

Object, subject and task of osvitologiya. The object of osvitologiya as a study is education sector in its sustainable development (Ogneviuk, 1995). The formulation of the object indicates not only its comprehensive character (educational processes and phenomena), but also emphasizes that the object of osvitologiya is an open system. The subject of osvitologiya includes: existing systems and subsystems of education in sustainable development, the conditions and factors that influence this development, the dominant development of modern education (which define the vector of development of educational systems) (Ogneviuk, 2009). This subject of research is dynamic and dependent on social change. Therefore, osvitologiya aims to study modern education as an integral social phenomenon, the factors influencing its development and determine the impact of education on the development of modern civilization as civilization, education and science, human civilization a new evolutionary level – an educated man.

In theoretical perspective osvitological strategy should take into account current demographic trends, the labor market situation, the changes that have occurred and are occurring in the same system of education, and the environment (external and internal) that affect its development (Ogneviuk, 2011). External factors that affect the development of education systems include: economic, cultural, historical, demographic, social, political, social. The internal factors – the dominant development of the education sector, which determine the direction of innovation policy in education, aimed at supporting innovative educational activities as a response to innovation in society.

In the practical implementation studies in osvitologiya are carried out in a particular context, as to take into account all factors that affect the education sector is almost impossible. However, the dominant definition of modern education contributes to the accuracy and validity of the choice of the vector content of educational innovation. Osvitologiya as an independent science has the following problems (Ogneviuk, 2009):

- holistic study of education at different levels, dimensions, proportions and relationships in order to identify patterns and trends of its development;
- analysis processes that taking place, and that are going to happen in education in order to identify “bifurcation points” and the most important factors affecting the education to futures forecasting;

- description and comparison of the different educational systems in order to highlight common characteristics and inherent characteristics;

- predicting the development of education, analysis and development of the principles of educational policy;

- outline the categories of scientific apparatus;

- the creation of a methodological framework for applied research in education;

- development of fundamental problems.

Successful resolution of identified problems is possible through the use of a set of scientific methods and principles that have been used successfully in the field of social and human sciences, this mainly applies to the following principles: humanism, apolitical, pluralism, relativity results, interdependence and development, scientific abstraction, connection with the practice and others.

Content of research in osvitologiya. Study of specifics of the various systems and subsystems of education and their interaction, comparing and determining the location of various elements in the field of education and the study of the history of education in different societies and cultures, the study of the impact of different options and interpenetration scientific forecasting of education – all of this is the content of osvitologiya research.

The practical significance may also have osvitologichni research to support educational policy (planning and forecasting of education) principle and meeting new demands from the economy to education (orientation to the real needs and economic problems of society, innovation, flexibility and agility, continuity, ensuring learning opportunities on the job, equal in quality across the country, personal orientation, interactivity, transparency and accessibility, orientation on the formation of an educated person).

Here are some possible directions of osvitologiya research aimed at overcoming the contradictions between the demands of society to education and the actual state of development, which are grouped into research modules:

- Retrospective analysis of the philosophical concepts of formation and development of an educated man to form a relationship between different groups of people within the education system as a type of social priorities, composed and unique to the educational process.

- The system of “teacher-student” as a community, in which the continuous intellectual and personal development of economic cooperation. The development of the student (students, adults, etc.) as an invariant osvitolohiyi and purpose of each of the educational process. The research of different stages of the relationship with the level of achievement by man his own acme-top. Osvitologiya principles of training are based on a combination of different levels of cognitive activity. Osvitologiya aspects of cooperation, partnership, education.

- Making the best educational models. The dependence of the process and outcome of education on the level of theoretical approaches to designing curricula and programs for diagnostic basis on the availability of objective criteria and indicators of efficient functioning of the institution.

- Continuity is a universal philosophical category. Implementation of succession as a constructive denial of preliminary (phase, experience, knowledge, etc.). Adapting to the new as an essential component of continuity.

- Economic mechanisms of education. Studies of major categories of market economy in their application to educational systems in the production of educational services, the formulation of the basic laws and trends in the functioning of the educational market as industry, research problems of the educational systems in terms of global competition and study mechanisms for their resolution.

- Resolving the contradiction between the necessity modernization of the educational content and the lack of appropriate mechanisms. The contradiction arises is a consequence of the fact that the educational content developed, as a rule, external to the school environment. However, the pace of scientific advances the practice – its scope of application. Educational institution acts as an intermediary between science and industry. On the other hand, the didactic characteristics like structure, forms, methods are inert and can inhibit the development of the whole education sector. Innovation orientation of the educational process will allow to form a content of education, which will vary social novelty and the ability to use it as a criterion of educational activities and the practical orientation of education.

- The study of educational systems is in economically developed countries.

- Impulses are originating in the same area of education.

Separately, we emphasize that one of the most important tasks is to study the conditions *osvitolohiyi* the formation of the new type – “*homo educatus*” (educated person) (Ogneviuk, 2011). The emergence of *homo educatus* is primarily the result of the intellectual and spiritual development of modern man, which distinguishes it among his predecessors in the evolutionary series. Of course, this does not exclude the impact of natural, biological and social factors, but factors of intellectual and spiritual content in the emergence of *homo educatus* are crucial. The most important of them include: understanding the biological and spiritual nature of man, the deployment process of learning through self-knowledge, knowledge of the ownership system integrity and unity of the world, making the value system on which deployed its own worldview and lifestyle, understanding their responsibility for world harmony.

Discussion. The dynamics of changes in the meaning of the term “education”, the expansion of

social and community context of the term primarily due to the increasing role of education for the life of modern society. The dynamics of changes in the meaning of the term “education”, the expansion of social and community context of the term primarily due to the increasing role of education for the life of modern society. Modern education really becomes a productive force and a guarantor of national security. Increasingly dependent on knowledge of each individual becomes a modern economy, as the primary means of enhancing its efficiency are manpower (combined intelligence and knowledge of people, their ability to innovate, creative and management quality, etc.). “Smart” economy, in an environment where knowledge and skills are capital and personal property of every person quite differently begins to interact with the subsystem of the social body that “produce” human capital – with education.

The proposed concept of *osvitologiya* finds practical application in expanding the professional competence of managers at all levels of education. Initial training of *osvitologiya* aimed at enhancing the professional competence of middle and high schools and for training experts in the field of education. Preparation of *osvitologiya*, in our opinion, should be implemented at the level of interdisciplinary MA program. This training should begin with micromodules “Introduction to *osvitologiya*”, which consists of two modules, the content of which is directed to the field of education as an object of scientific research achievements and contradictions in the theory and practice of functioning of modern educational systems, components *osvitological* training. Further are studied consistently *makromodule* that reflect these subjects, “Philosophy of Education”, “History of Education”, “Education Policy”, “Education Law”, “Economics of Education”, “Education Management”, “Sociology of Education”, “Cultural Education” that reveal the interconnections and mutual education and related fields of society. In this case, the subjects “Philosophy of Education” and “History of Education” can represent the idea of development of education and historical foundations of formation and development of the education sector. Educational disciplines “Sociology of Education”, “Cultural Education” reveal sociocultural technology of educational and socio-cultural area of human development, the nature of education as a part of culture, the unique socio-cultural phenomenon, interdependence and interdependence of the plurality of cultures and educational systems that they reflect, mutual societies, culture and education.

Integrity of *osvitological* training is provided by the fact that the last *makromodul* interdisciplinary course “*Osvitologiya*” (methodology of interdisciplinary research education) is studied after studying all *makromodules* as a cohesive *osvitological* knowledge and understanding and integrated approach to the study of education (at interdisciplinary, multidisciplinary and transdisciplinary). Preparation of *osvitologiya* through learning context *osvitologiya* study of educational processes and phenomena allows a

scientific perspective to understand the nature and essence of the social phenomenon – education.

Therefore, osvitologiya conceptually envelope multifaceted problems of educational sphere, offers research methodology phenomenon of modern education and training direction of professionals who

are able to systematically solve the problems of modern education.

We believe that osvitologiya can become a productive new ideological paradigm, aimed at the development of society by means of education.

Література

Гершунский Б.С. Философия образования для XXI века (в поисках практико-ориентированных образовательных концепций) / Б.С. Гершунский. – М.: Изд-во “Совершенство”, 1998. – 608 с.

Гончаренко С.У. Освіта / Енциклопедія освіти / Акад.пед.наук України; головний ред. В.Г.Кремень.- К.: Юрінком Інтер, 2008.- 1040 с.- С.614-616.

Гончаренко С.У. Побудова педагогічної теорії//Педагогічна газета.- № 11 (148), листопад, 2006. – С.5.

Кремень В. Філософія національної ідеї. Людина, Освіта. Соціум.К.: Грамота, 2007, – 576с.

Луговий В.І. Педагогічна освіта в Україні: структура, функціонування, тенденції розвитку/В.І.Луговий/ За заг. ред.. акад..О.Г.Мороза.-К.:МАУП, 1994.- 196 с.

Мицкевич Н.И. Эдукология: инвариантные характеристики // Адукатор.-№ 1(17), 2010.- С.21-27.

Новиков А.М. Постиндустриальное образование / А.М. Новиков. – М.: Издательство “Эгвес”, 2008. – 136 с. – С. 42 – 46; 134 – 135.

Огнев'юк В.О. Актуальні проблеми виховання дітей та молоді в сучасних умовах / В.О. Огнев'юк / Виховуємо громадянина. – К., 1995. – С. 10.

Огнев'юк В.О. Філософія освіти в структурі наукових досліджень феномену освіти / В.О. Огнев'юк // Шлях освіти. – 2009. – № 4 (54). – С. 2-6.

Огнев'юк В.О. Освітologia як відображення міждисциплінарного підходу у наукових дослідженнях феномену сучасної освіти / В.О. Огнев'юк // Розвиток сучасної освіти: освітологічні наголоси: Наукове видання / За матеріалами першої Всеукр. наук.-практ. конференції “Освітologia – науковий напрям інтегрованого пізнання освіти”; Авт. кол.: В. Г. Кремень, О. В. Сухомлинська, І. Д. Бех, В. О. Огнев'юк, В. М. Ткаченко, П. Ю. Саух, Д. І. Дзвінчук, С. О. Сисоєва, І. В. Соколова. – К.: Київ. ун-т ім. Б. Грінченка, 2011. – 152 с. – С. 53-62.

Свиридов О.А. Теория и методология функционирования образовательных систем: Диссертация... д-ра экон. наук: 08.00.01.- Йошкар-Ола, 2006.- 363 с. – РГБ ОД, 71:07-8/398.

Сисоєва С.О. Освіта і особистість в умовах постіндустриального світу: [моногр.] / С. О. Сисоєва. – Хмельницький: ХГПА, 2008. – 324 с.

Сисоєва С.О. Освіта як об'єкт дослідження / С.О. Сисоєва // Шлях освіти: науково-методичний журнал. – К.: Міністерство освіти і науки України, Національна академія педагогічних наук України, Асоціація працівників гімназій і ліцеїв України. – № 2, 2011. – С. 5-11.

Стрельник О.Н. Концепции современного естествознания: конспект лекций.-М.: Издательство Юрайт; Высшее образование, 2010.- 224 с.

Субетто А.И. Принцип, законы и структура науки об образовании – образованиеведение. Императив Неклассического синтеза.// “Академия Тринитаризма”, М., Эл. № 77-6567, публ. 10892, 19.12.2003.

Тестов В. Качество и фундаментальность высшего образования//Высшее образование в России.- №10, 2008.- С.89-92.

Фурман А. Освітologia як синтетична наукова дисципліна: проблеми завдань, об'єкта, предмета, методу // Вітакультурний млин.-Модуль 3, 2006.- С.4-9.

Christensen James E. Educology and Some Related Concepts: a Dialogue [Електронний ресурс]. / In Christensen, James E. Perspectives on Education as Educology. – Washington, DC: University Press of America, 1981. – Chapter 6. – pp. 121–158. – Режим доступу: www.era-usa.net/images/8_Chapter_6_to_book_N2.pdf.

Fisher James E. A Brief History of the Development of the Meaning, Reference, and Significance of “Educology” [Електронний ресурс] / A paper used as the basis for a series of seven lectures to faculty and doctoral students in educology at Vytautas Magnus University (VMU) // Pedagogika. – Vytauto Didziojo universiteto leidykla, Kaunas, 2001. – Режим доступу: www.era-usa.net/contributingpapersset1.html

Harding, Lowry W. ed. (1965). Educology: The Fourth Collection. Columbus, Ohio: Association for the Study of Educology.

Steiner Elizabeth. Educology of the Free.- New York: Philosophical library, 1981. – 69 с.

References

Christensen, J. E. (1981) Educology and some related concepts: a dialogue. In Christensen, James E. Perspectives on Education as Educology. Washington, DC: University Press of America. Chapter 6, pp. 121–158. (in English). – Internet resource: www.era-usa.net/images/8_Chapter_6_to_book_N2.pdf.

Fisher, J. E. A Brief History of the Development of the Meaning, Reference, and Significance of "Educology" (2001). A paper used as the basis for a series of seven lectures to faculty and doctoral students in educology at Vytautas Magnus University (VMU). Pedagogika. Vytauto Didžiojo universiteto leidykla, Kaunas. (in English). – Internet resource: www.era-usa.net/contributingpapersset1.html

Furman, A. (2006). Osvitologiya as the synthetic branch of the science: problems, tasks, object, subject, methods. Vitakulturnyi mlyn. Modul 3, pp. 4-9. (in Ukrainian).

Gershunskij, B.S. (1998) The philosophy of education for XX c. (looking for the practical oriented educational conceptions). M.: Publishing house "Sovershenstvo", 608 p. (in Russian).

Harding, Lowry W., ed. (1965). Educology: The Fourth Collection. Columbus, Ohio: Association for the Study of Educology. (in English).

Honcharenko, S. U. (2008) Education. Encyclopedia of education. National Academy of Pedagogical Sciences of Ukraine. K.: Yurinkom Inter, pp.614-616. (in Ukrainian).

Honcharenko, S.U. (2006) The building of the pedagogical theory. Pedagogichna hazeta, 11 (148), p.5. (in Ukrainian).

Kremen, V. (2007) The philosophy of the national idea. Man. Education. Society. K.: Hramota, 576 p. (in Ukrainian).

Luhovyi, V.I. (1994) Pedagogical education in Ukraine: structure, functioning, tendencies of the development K.:MAUP, 196 p. (in Ukrainian).

Mickevich, N.I. (2010) Edukologiya: invariable characteristics. Aduktor, 1(17), pp.21-27. (in Russian).

Novikov, A.M. (2008) Postindustrial education. Publishing house "Jegves", pp. 42 – 46; 134 – 135. (in Russian).

Ogneviuk, V.O. (1995) The actual problem of the upbringing of the children and youth in the modern conditions. Vykhovuiemo hromadianyna, pp. 10. (in Ukrainian).

Ogneviuk, V.O. (2009). The philosophy of education in the structure of the scientific research of the educational phenomenon. Shliakh osvity, 4 (54), pp. 2-6. (in Ukrainian).

Ogneviuk, V.O. (2011) Osvitologiya as the reflection of the interdisciplinary approach in the researches of the phenomenon of the modern education. Rozvytok suchasnoi osvity: osvitolohichni naholosy: scientific issue. The materials of the conference "Osvitologiya – scientific approach of the integrated cognition of education"; the authors: V.H. Kremen, O.V. Sukhomlynska, I.D. Bekh, V.O. Ohneviuk, V.M. Tkachenko, P.Yu. Saukh, D.I. Dzvinchuk, S.O. Sysoieva, I.V. Sokolova. Borys Grinchenko Kiev University. pp. 53-62. (in Ukrainian).

Steiner, E. (1981) Educology of the Free. New York: Philosophical library. 69 p. (in English).

Strel'nik, O.N. (2010) The conceptions of the modern natural science: summaries of the lectures. M.: Publishing house "Jurajt"; Vysshee obrazovanie, 224 pp. (in Russian).

Subetto, A.I. (2003) The concept and structure of the educational science – "obrazovanievedeniye". Imperativ Neklassicheskogo sinteza. "Akademija Trinitarizma", M., Jel. 77-6567, publ. 10892. (in Russian).

Sviridov, O.A. (2006) The theory and methodology of the functioning of the educational systems: Thesis... PhD in economics: 08.00.01. Joshkar-Ola, 363 p. RGB OD, 71:07-8/398. (in Russian).

Sysoieva, S.O. (2008) Education and personality in the conditions of the postindustrial world. Khmelnytskyi: KhHPA, 324 p. (in Ukrainian).

Sysoieva, S.O. (2011) Education as the object of the research. Shliakh osvity: naukovy-metodychny zhurnal. Ministry of Education and Science of Ukraine, National Academy of Pedagogical Sciences of Ukraine, Association of the Ukrainian gymnasiums and lyceums, 2, pp. 5-11. (in Ukrainian).

Testov, V. (2008) The quality and fundamentality of the higher education. Vysshee obrazovanie v Rossii, 10, pp. 89-92. (in Russian).

Виктор Огневьюк, Светлана Сысоева

НАУЧНОЕ НАПРАВЛЕНИЕ ИНТЕГРИРОВАННОГО ИССЛЕДОВАНИЯ ОБРАЗОВАНИЯ – ОСВИТОЛОГИЯ

В статье раскрыто сущность нового научного направления интегрированного исследования сферы образования – освитологии; проанализировано изменения в понимании понятия "образование"; объективные факторы усиления взаимосвязей и взаимообусловленностей развития современного общества и образования; сформулированы основные положения концепции освитологии; философские и педагогические истоки ее формирования; объект и предмет освитологии; задания, которые стоят перед освитологией как самостоятельной наукой; определены основные этапы развития освитологии, направления освитологической подготовки и освитологических исследований, направленных на преодоление противоречий между требованиями общества к сфере образования и реальным состоянием ее развития.

Ключевые слова: сфера образования; освитология; освитологическая подготовка; освитологические исследования.

Віктор Огнев'юк, Світлана Сисоєва

**НАУКОВИЙ НАПРЯМ ІНТЕГРОВАНОГО
ДОСЛІДЖЕННЯ ОСВІТИ – ОСВІТОЛОГІЯ**

Інтегрований характер сучасної освіти, складність її як суспільного феномену, зумовленість розвитку освітньої галузі не тільки зовнішніми чинниками, а й власним саморухом, спрямованим на забезпечення відповідності вимогам конкретної історичної доби, вимагають якісно іншого дослідницького підходу до проблем системного функціонування й розвитку сфери освіти.

У статті розкрито сутність наукового напрямку інтегрованого дослідження сфери освіти – освітології; проаналізовано зміни в розумінні поняття “освіта”; об’єктивні фактори посилення взаємозв’язків і взаємозумовленостей розвитку сучасного суспільства та освіти; сформовано основні положення концепції освітології; філософські та педагогічні витоки її формування; об’єкт і предмет освітології; завдання, які стоять перед освітологією як самостійною наукою; визначено основні етапи розвитку освітології, напрями освітологічної підготовки та освітологічних досліджень, направлених на подолання протиріч між вимогами суспільства до сфери освіти та реальним станом її розвитку.

Освітологія, концептуально огортаючи багатоаспектні проблеми освітньої сфери, пропонує методологію досліджень феномену сучасної освіти та напрям підготовки фахівців, які здатні системно вирішувати проблеми розвитку сучасної сфери освіти. Вважаємо, що освітологія, поступово долаючи інерцію нашого мислення та кордони міждисциплінарних наукових досліджень, може перетворитися на нову продуктивну світоглядну парадигму, спрямовану на розвиток суспільства засобами освіти.

Ключові слова: сфера освіти; освітологія; освітологічна підготовка; освітологічні дослідження.

Рецензенти:

Александрова О.С. – д.ф.н., проф.

Безпалько О.В. – д.п.н., проф.

Стаття надійшла до редакції 12.05.2014

УДК: 37.0:37.01

Наталія Кузнецова

**ОЦІНКА ФАКТОРІВ, ЩО ВПЛИВАЮТЬ НА ЯКІСТЬ ОСВІТНІХ
ПОСЛУГ В УКРАЇНІ**

У статті розглянуто основні фактори, що впливають на якість освіти в Україні, обґрунтовано значимість та характер впливу кожного з них; на основі управлінського підходу здійснено оцінку впливу ключових факторів на якісну складову освітніх послуг з позицій функцій організації, планування, мотивації та контролю; запропоновано комплекс заходів, спрямованих на підвищення якісного рівня освіти, що потребують негайного впровадження.

Ключові слова: система освіти України; студентська та педагогічна мобільність; якісний рівень освіти; фактори впливу; шляхи реформування.

Вступ. В умовах глобалізації та сучасних викликів, зумовлених змінами зовнішнього середовища, змінюються ціннісні пріоритети в ресурсному забезпеченні економічного розвитку країн, формуються нові життєві орієнтири, що сприяють особистісному розвитку кожної людини. Професійні знання стають цінним ресурсом, що впливає на рівень конкурентоспроможності фахівця на ринку праці і його добробуту. Освіта, як інструмент поширення нових знань, формує базові компетенції, необхідні фахівцям для його професійної самореалізації та безперервного професійного розвитку. З цієї точки зору система освіти в суспільстві виконує важливу роль соціального індикатора людського розвитку.

Враховуючи, що професійні знання в епоху прогресивного розвитку інформаційно-комуніка-

ційних технологій володіють здатністю швидко старіти, процес реформування системи вітчизняної освіти зумовлює необхідність постійного моніторингу тенденцій і перспектив її розвитку, вивчення ключових факторів, що впливають на динаміку зміни кількісних і якісних показників.

Тема дослідження проблем розвитку системи освіти, а також вивчення важливих напрямів її реформування в сучасних умовах господарювання, є достатньо актуальною серед українських та іноземних вчених. Особливої уваги заслуговують наукові праці Кукліна О. В., Каленюк І. С., Андрущенко В. П., Ничкало Н. Г., Ніколаєнка С. М., Кузьміна К. В., Маршалкіна М. Ф., Реморенко І. М., Філоновича С. Р., Фішмана Л. І. та інших.

Проте нові інструменти державної політики, що визначають пріоритетні напрямки інноваційного